



Alderman Jacobs Primary School (Academy Trust)

Achievement Committee

Wednesday 20th April 2022

MINUTES

Key:

Trustee Questions

School Improvements

Governors Present: Laura Hemmaway (Chair), Cathy Carlisle (Head teacher), Elaine Crane (EC), Laura Holland (LHO), Thomas Claxton (TC), Eleanor Gunn (EG)

In Attendance: Amy Ure (Governance Professional)

Meeting commenced at 6.01pm

1	Welcome and Apologies Laura Hemmaway (LH) welcomed everyone to the meeting. No apologies have been received.	All to note
2	Declaration of Pecuniary Interests - <ul style="list-style-type: none"> Cathy Carlisle (CC) - Husband has completed landscaping work. Daughter has a contract as a temporary midday supervisor / TA. Laura Holland (LHO) - Trust Member of Alderman Jacobs School (Academy Trust) Director (Trustee) for another Academy Trust (OWN trust) (TC) to return his completed Pecuniary Interest form.	All to note
3	Minutes of the Previous Meeting (26th January 2022) All agreed the minutes were a true and accurate record of the meeting. Proposed by LHO, seconded by Laura Hemmaway (LH).	All to note
4	Agreed Actions Updated The only outstanding action is for LHO to complete Menopause Training. Trustees asked when the Reading Buddy would start again. It was confirmed that it will likely start next term (September). The children all enjoyed buddy reading on World Book day. Trustees were advised that current guidance is still to try and minimise mixing. Initially we extended to mixing of year groups and over the last few weeks the school has reintroduced whole school assemblies, which for a large school is significant.	All to note

5	<p>Data</p> <p>Performance data was shared with trustees prior to the meeting. The data was summarised to trustees.</p> <p><u>Year group data</u></p> <p>Blue target is targets, red is the latest teacher assessment. Generally, the writing is usually the determining subject for combined, we are generally higher in reading & maths. There are some gaps and often see a lag behind particularly in years 3 and 4. This is being worked on. We are looking at children who are off in one subject, delivering interventions before moving on.</p> <p>Year 2 and 6 math doing really well.</p> <p>Year 2 data is looking pleasing, there is work to do in writing and reading.</p> <p>Year 6 combined is not where we want to be, we have only 12days till sats. When we look at the other data we hope to be around 65% combined.</p> <p>Trustees noted that this would still be inline nationally. Yes, the children are making good progress but there's a lot to catch up on, which we are working on. After SATS we will be working on writing, the English subject lead is now a moderator for the Local Authority as is our year 2 teacher which means they have extended knowledge in year groups but this is also cascaded across school. Trustees asked if this was similar to what the math subject leader is doing. No - this is work for the Maths Hub as an SLE.</p> <p>Trustees questioned Y4 being most affected, is this due to attitude and behaviour. It's a combination of missing out on school learning, they returned to school later than some other year groups. When they did return they were not as resilient and there were gaps. Trustees felt we have time to work with them. Yes, and we know what the gaps are which is important, we are already seeing an improvement in resilience and maturity which was evident at the recent PGL.</p> <p><u>No More Marking</u></p> <p>This data leads into writing. Since the committee last met Yr 1,2,4 & 6 marking shows the usual trends. Year 1 & 2 are slightly lower nationally but as we get upto Year 4 we start to see a balance and by Year 6 sees us moving ahead. The data is showing the same kind of trajectory.</p> <p>It was noted that there are a few more gaps with PP pupils they are a bit further behind but then take over in year 6 which is a trend we have seen before.</p> <p>Year 1 again, a year group affected the most having missed out on Nursery & EYs which has had an impact in terms of writing, resilience, willingness to engage in structured activities, especially in boys. Trustees asked if there had been more engagement from parents on how to support children, do they know the difficulties. It's the same really. Trustees asked what was being done to support these children. We have launched 'lunch zones' these are structured groups where adults are modeling play and instigating collaborative play. We have interventions in the afternoons again around</p>	All to note
---	--	-------------



collaborative play to support them to understand how to share and take turns. It's a difficult balance adding in these extra parameters as the expectation by Y2 and Y6 has not changed.

NMM has started a writing HUB CPD and the data is useful so we will definitely continue with this next year. Trustees asked who uploaded the data and the workload involved. EC scans and uploads the data, the workload is not an issue as the analysis is done for you. But we do acknowledge that the data is on a single genre of writing at one point in time but it gives us a guide and benchmark and supports us to map trends.

PiXL QLA Y2

Y2 PiXL analysis data is based on spring 2019 SAT papers. Compared to PiXL we are where we want to be. Math is pleasing. GPS we are lower, spelling is better which reflects the work we have done and focused on. We are going to reintroduce stand alone grammar as we are not seeing the progress we expected.

The PiXL analysis shows the difference between Nov & March data, we have gone up overall in papers. GPS has increased which is down to spelling. Reading and math overall are significantly higher than national.

Overall Y2 are making really good progress.

PiXL QLA Y3 & Y4

Data shows that Yr3 are higher in maths, they are doing better on GPS than grammar. Again we will be starting stand alone grammar. Y4 & 5 math there are good improvements.

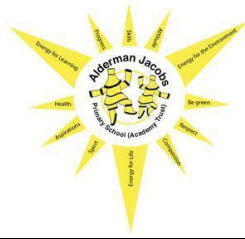
Trustees felt that it was great to have so much detailed data to see and track progress. You can see where gaps/interventions are needed and regular data means you can be agile within a school year. It's also great to see the catch up efforts are working.

Both Y2 & Y5 groups we utilised school led tutoring money. Trustees asked if this was provided in extra teaching. Yes, Y2 & Y5 were given additional tutoring after school. Trustees agreed this was evident in the data.

Y6 had mock SATS before the holidays (2019 paper). The results were a little disappointing and they haven't done as well as the trajectory. Reading is not far off PiXL, math is a little lower apart from (paper 3 reasoning). GPS is also lower.

GPS paper 1 is pretty much the same, spelling has improved. Trustees asked how the Y6 teachers were feeling. They are a little disappointed but

	<p>are determined. It was noted that the 2019 papers were tricky. They were not dreadful results and we have given every opportunity we possibly could. Trustees felt that this year there has been so much unknown. Yes, this will give us a benchmark for years 4 & 5. We would be really happy to achieve mid 60% hitting that with the disruption would be really pleasing. We are doing our initial analysis of having a 4th class. We were concerned about GDS scores but having 4 smaller classes has helped us focus in this area.</p> <p><u>SATS comparisons Y6 2019</u> This data shows cohort & % mark to track trends. Trustees noted that Y6 are in line with the 2019 cohort.</p> <p><u>EYFS data</u> We have a GLD Target of 68% for all pupils we are currently at 45 but we have 16 cusp children who could get there, if so we would be at 86.5%. We have a total of 14 PPEYFS children; they are a little further behind. We could reach 28% if cusp children achieve GLD, intervention are in place. Trustees asked what makes the children cusp. Its speech and language. We have quite high needs with diagnosed educational needs as well as behaviour needs. Trustees asked if interventions are being put in place for PP children. Yes, a lot of them are receiving NELi language programme interventions, several children within that group are SEN & PP.</p> <p><u>Tracking & Attainment</u> Data showing relative progress of each year group. The data shows a very similar picture. Younger children have more to do but gaps start to close. Similar story reflected in group data.</p> <p>PP Monitoring visit has taken place.</p> <p>Trustees asked if there was any phonics data. Yes, this was provided last time but there is no updated data and we will have some data for the next meeting and the phonics screening will be done in Y1. Trustees asked if Y4 will be doing timetable checks again. Yes, this will be back on this year. Trustees asked what tends to be the issues around writing to be lower on the PiXL average. Usually its sentence, punctuation, vocabulary/language skills and sentence cohesion. We are looking into how we can improve this are purchasing resources to help.</p> <p>Trustees wanted to thank EC for all the data provided and asked if its a lot of work. Yes, but it has to be done anyway. Trustees feel its very useful to have a good variety of data to see trends and track similar findings.</p>	
6	<p>Curriculum Update Trustees were given an update on the foundation curriculum being delivered outside of core subjects. As a school we are continuing to provide a broad and balanced curriculum. We have focused on ART, DT & Geography and teachers have received training to develop their skill and</p>	



	<p>progression within the subject to enable them to teach and effectively plan lessons. Moving forward we will continue to focus on Geography and Science. We have reintroduced activities beyond curriculum, some examples given Woburn trip for Y2. As planned, some classes have had the opportunity to do cooking. We have started work to create cooking facilities and enhance the DT area. Curriculum money has been used to purchase textile resources for older children i.e. sewing machines. Each class now has a daily activities dashboard, which has fabric moveable parts that vary from flowers, volcanoes to Fen Maps.</p> <p>Foundation subjects are reviewed by book study in all year groups, comparing across class and then by year group to ensure progression. Trustees asked if leaders get a chance to see what goes on in other schools. No not currently. It is quite hard as a school. We are quite far along our journey so it's challenging to find places to go to. As a school this would be a great opportunity but it may be difficult to find. Trustees questioned what subjects would be covered next year. MFL, RE and computing are the next subjects to be covered on the flow chart. Some of these have already started but we are less able to adapt and model them our way. RE and PSHE are a Cambs Scheme/services and MFL is again very similar. Trustees asked what MFL stands for. This is Modern Foreign Language. Secondary schools would much prefer that the school just introduce children to the countries. Trustees felt that teaching the children a language would surely be an advantage. Not necessarily as we teach French, they may do Spanish. Trustees asked if Passport Day would return as they felt this would be a good opportunity to introduce the language/country. Yes it is a good way to capture cultural capital elements and it is something we will slowly introduce.</p> <p>Trustees were advised that the Enterprise will return next week. Year 6 will be running their break time snacks. A new company has been sourced who provides healthy snacks.</p> <p>The Trustees felt that it was really good to see extra curricular activities returning.</p>	
7	<p>Wellbeing Charter</p> <p>The Wellbeing Charter was shared with Trustees prior to the meeting. The document provides an overview of the charter which details the commitments from DFE and OFSTED and the Commitments we as a school make to staff wellbeing. Trustees were advised that the school has signed up to the charter.</p>	All to note

	<p>The leadership team have undertaken training around wellbeing and this has been shared. When looking at policies the workload pledge is already built in. As a school we always need to ensure we consider wellbeing when reviewing policies. The next step is training with line managers to provide them with the skills and confidence to ensure they are able to respond in a consistent and appropriate way. Then we need to cascade the training to all staff.</p> <p>Trustees were informed that a staff training event, provided by NSM Training has been organised for September in 'dealing with difficult people' and 'managing difficult conversations'. This will support staff with the vocabulary, conversation structure and strategies to deal with difficult conversations which will help to build relationships with parents and managers.</p>	
8	<p>Policies to Review:</p> <ul style="list-style-type: none"> Behaviour This is an existing policy with no changes - just due for review. Trustees suggested a change to page 10 - Statement of Special Needs should be amended to EHCP. Proposed by LHO, seconded by LH. ACTION: AU to update policy Designated Teacher for LAC No changes to the policy, change to staff names only. Proposed by LH, seconded by EG School Exclusion No changes to the policy, it's a statutory policy and still complies with DFE Guidance. Proposed by LHO propose, seconded by TC Forest School This was an existing policy but we have added the addition for provision to offer pastoral intervention. To provide structured, all year round outdoor learning opportunities for those who would benefit. Proposed by LHO, seconded by EG Curriculum at AJS Few minor changes made to the policy, which were highlighted in the revised policy. Proposed by LHO, seconded by LH 	<p>All to note</p> <p>AU</p>
9	<p>Safeguarding This is a standing agenda item - nothing has changed. An additional referral will be reported on My Concern and tracked until it closes. There are no other concerns or outstanding Safeguarding issues to report. Safeguarding monitoring visits have taken place every term.</p>	All to note



10	<p>Trustee Training</p> <p>Chair of trustees has now received the external governance review report. Nothing major has come out of it, there are a few points to bring to the next Trustee meeting, of which some have already been considered. The external auditors would like to arrange a 2hour workshop in May to go through the findings. The final report will be shared with everyone.</p> <p>ACTION: AU/CC to look at some optional dates, send out a google form poll and we will have to go with the majority.</p> <p>LH noted 11th or 25th of May would be easier for them.</p> <p>LHE confirmed that they are booked onto the termly briefing next week - they will share notes once attended.</p> <p>AU is also booked onto a termly briefing in May.</p>	<p>All to note</p> <p>AU/CC</p>
11	<p>Any Other Business</p> <p>None</p>	<p>All to note</p>
12	<p>Summary of the Meeting</p> <ul style="list-style-type: none"> • In depth look at data shows promising progress across all the years. • Update on curriculum subjects not included in data • Ratified policies 	

The meeting closed at 7.06pm

Signed as a true record: Date:

Laura Hemmaway (Chair)

Date of next Achievement Committee Meeting: TBC